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ABSTRACT

The No Child Left Behind program changes the federal role in education by asking America's schools to describe their success in terms of what each student accomplishes. The information in this reading guide was developed by the United States Department of Education to assist parents, caregivers, and teachers in understanding the importance of reading and the role of parental involvement in helping children learn to read. It discusses the best time to start reading to children and effective reading strategies. The reading guide also provides identifications of a good early reading program, homework tips, a list of the five essential components of reading, and a description of the No Child Left Behind program. (PM)

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CS 511 861

A Guide To Reading Tips for Parents

U. S. Department of Education

Reading: Tips To Share with Parents

This information was developed by the U.S. Department of Education to assist parents, caregivers and teachers in understanding the importance of reading and the role of parental involvement in helping children learn to read.

True or False

- Parents should read to their children each day starting at eighteen months of age.

- Background television noise helps young children learn to speak and to understand the meaning of words.

1. **FALSE:** Read to your baby every day starting at six months of age. Reading and playing with books is a wonderful way to spend special time with her. Hearing words over and over helps her become familiar with them. Reading to your baby is one of the best ways to help her learn.

2. **FALSE:** Babies need to hear language from a human being. Television is just noise to a baby.

True or False

- Students should focus on mastering one type of book before moving on to another.
- Undertaking a few simple reading strategies can make a significant difference in helping children develop into good readers and writers.

1. **TRUE:** Make sure that your home has lots of reading materials that are appropriate for your child. Keep books, magazines and newspapers in the house.

2. **TRUE:** Putting a few simple strategies into action will make a significant difference in helping children develop into good readers and writers. Through reading aloud, providing print materials, and promoting positive attitudes about reading and writing, you can have a powerful impact on children's literacy and learning.

What Parents Should Look for in a Good Early Reading Program

- Every teacher is excited about reading and promotes the value and fun of reading to students.

- All students are carefully evaluated, beginning in kindergarten, to see what they know and what they need to become good readers.

What Parents Should Look for in a Good Early Reading Program

- Before- or after-school help is given to all students beyond first grade who need extra instruction or who need to review skills.
- Summer school is available for students who are not reading at or above grade level at the end of the year.
- Reading instruction and practice include helping students learn to blend letters and sounds to form new words.

What Parents Should Look for in a Good Early Reading Program

- Learning new words and their meanings is an important part of instruction.

- Students have reading instruction and practice for 90 minutes or more every school day in first, second and third grades and 60 minutes a day in kindergarten.

What Parents Should Look for in a Good Early Reading Program

- All students in first, second and third grades who are not reading at grade level receive special instruction and practice. These students have, throughout the day, a total of 60 extra minutes of instruction.

- The school library is used often and has many books. Students may check books out during the summer and over holidays in addition to during the school year.

What Parents Should Look for in a Good Early Reading Program

- Students have daily spelling practice and weekly spelling tests.

- The connection between reading and writing is taught on a daily basis. Students write daily. Papers are corrected and returned to students. By the end of second grade, students write final copies of corrected papers. Corrected papers are sent

What Parents Should Look for in a Good Early Reading Program

- All students have a chance to read both silently and aloud in school each day and at home every night.

- Every classroom has a library of age-appropriate children's books. This includes easy books and books that are more difficult.

Homework Tips on Reading

- Have your child read aloud to you every night.
- Ask your child to tell you in her own words what happened in a story.
- Before getting to the end of a story, ask your child what she thinks will happen next and why.

Homework Tips on Reading

- To check your child's understanding of what she is reading, occasionally pause and ask your child questions about the characters and events in the story.

- Choose a quiet place, free from distractions, at which your child may do her nightly reading assignments.

Homework Tips on Reading

- Ask your child why she thinks a character acted in a certain way, and ask your child to support her answer with information from the story.

- After your child has stopped to correct a word he has read, have him go back and reread the entire sentence from the beginning to make sure he understands what the sentence is saying.

Homework Tips on Reading

- When your child reads aloud to you and makes a mistake, point out the words he has missed and help him to read the word correctly.

- As your child reads, point out spelling and sound patterns such as *cat*, *pat*, *hat*.

The Five Essential Components of Reading

- Phonemic awareness
- Phonics
- Reading fluency
- Vocabulary development
- Reading comprehension strategies

The Five Essential Components of Reading

- **Phonemic awareness**–Recognizing and using individual sounds to create words.
- **Phonics**–Understanding the relationships between written letters and spoken sounds.
- **Reading fluency**–Developing the ability to read a text accurately and quickly.

The Five Essential Components of Reading

- **Vocabulary development**–Learning the meaning and pronunciation of words.

- **Reading comprehension strategies**–Acquiring strategies to understand, remember and communicate what is read.

No Child Left Behind

- On January 8, 2002, President George W. Bush signed into law the *No Child Left Behind Act of 2001*(NCLB). This new law represents his education reform plan and contains the most sweeping changes to the *Elementary and Secondary Education Act* since it was enacted in 1965. It changes the federal role in education by asking America's schools to describe their success in terms of what each student accomplishes.

No Child Left Behind

- The act contains the president's four basic education reform principles.
  - Stronger accountability for results
  - Local control and flexibility
  - Expanded options for parents
  - An emphasis on effective and proven teaching methods

No Child Left Behind

- In sum, this law—in partnership with parents, communities, school leadership and classroom teachers—seeks to ensure that every child in America receives a great education and that no child is left behind.

No Child Left Behind

- For more information about *No Child Left Behind* visit the website at http://www. NoChildLeftBehind . gov. or call 1-800-USA-LEARN.

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